

SIT meeting; January 13, 2010

Reading #3 from *Whatever it Takes*

Looked at the three critical questions:

- Exactly what is it we want all students to learn?
- How will we know when each student has acquired the essential knowledge and skills?
- What happens in our school when a student doesn't learn?

"Parents (at featured HS) felt school let students fall through the cracks."—Do we have parents that feel that way?

- School developed proficiency exams; developed students into groups/tracks upon evaluation; eventual goal to have all students in honors and college prep tracks
- Developed/expanded summer program; eventually 80% of freshman attended summer program
- Freshman orientation day—freshman started day early; freshman met frequently with advisor; student mentors (upperclassmen met with freshmen);
- Co-curricular activities—promoted with freshman
- Changed from 9- to 6-week reporting program to communicate more frequently with parents

Team discussion:

- Why do we have a 9-week grading cycle?
- We report progress 8 times per year; with midterm and report card mailings
- Was there a lot in this reading that seems pertinent to our work in 9<sup>th</sup> grade?
- Does MS prepare students for HS?
  - Situation re homework—not much given in MS? Is there consistent practice?
  - Dependent on differing philosophies, different kids, different teachers
  - Does 12% rule contribute to lack of giving homework?
  - What is the purpose, validity of homework given?
  - Should there be a district-wide directive re homework?
  - Why don't students value homework?
  - Should we assign students to a lunch homework club?